

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program****Cover Sheet**

Name of Principal Mr. Timothy Martin  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name George Washington Elementary School  
(As it should appear in the official records)

School Mailing Address 2760 Jane Street  
(If address is P.O. Box, also include street address)

<u>Riverside</u>	<u>CA</u>	<u>92506-4301</u>
City	State	Zip Code+4 (9 digits total)

Tel. (909) 788-7305 Fax (909) 276-2046

Website/URL www.rusd.k12.ca.us E-mail tmartin@rusd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Susan Rainey  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Riverside Unified School District Tel. (909) 788-7130

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mrs. Gayle Cloud  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

29 Elementary schools  
6 Middle schools  
       Junior high schools  
7 High schools  
3 Other (Alternative or Special Education)  
  
45 TOTAL

2. District Per Pupil Expenditure: \$6,269.00

Average State Per Pupil Expenditure: \$6,719.00

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>	46	39	<b>85</b>		<b>7</b>			
<b>1</b>	45	45	<b>90</b>		<b>8</b>			
<b>2</b>	48	45	<b>93</b>		<b>9</b>			
<b>3</b>	56	61	<b>117</b>		<b>10</b>			
<b>4</b>	52	65	<b>117</b>		<b>11</b>			
<b>5</b>	47	66	<b>113</b>		<b>12</b>			
<b>6</b>	67	69	<b>136</b>		Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>								<b>751</b>

6. Racial/ethnic composition of the students in the school:
- |   |
|---|
| <u>37.9</u> % White                         |
| <u>7.1</u> % Black or African American      |
| <u>50.6</u> % Hispanic or Latino            |
| <u>4.4</u> % Asian/Pacific Islander         |
| <u>0.0</u> % American Indian/Alaskan Native |
| <b>100% Total</b>                           |

7. Student turnover, or mobility rate, during the past year: 17 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	67
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	63
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	130
<b>(4)</b>	Total number of students in the school as of October 1	764
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.17
<b>(6)</b>	Amount in row (5) multiplied by 100	17

8. Limited English Proficient students in the school: 12.3 %  
92 Total Number Limited English

Proficient

Number of languages represented: 5

Specify languages: Spanish, Vietnamese, Cantonese, Gujarati, and Korean.

9. Students eligible for free/reduced-priced meals: 43.4 %

336 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8.3 %  
62 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>      </u> Autism	<u>      </u> Orthopedic Impairment
<u>      </u> Deafness	<u>  6  </u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u> 14 </u> Specific Learning Disability
<u>  2 </u> Hearing Impairment	<u> 39 </u> Speech or Language Impairment
<u>      </u> Mental Retardation	<u>      </u> Traumatic Brain Injury
<u>      </u> Multiple Disabilities	<u>  1 </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  1  </u>	<u>  0  </u>
Classroom teachers	<u> 29 </u>	<u>  2 </u>
Special resource teachers/specialists	<u>  2 </u>	<u>  0 </u>
Paraprofessionals	<u>  0 </u>	<u>  6 </u>
Support staff	<u>  8 </u>	<u>  7 </u>
Total number	<u> 40 </u>	<u> 15 </u>

12. Average school student-“classroom teacher” ratio:   20:1 in K-2    34:1 in 3-6

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.3%	95.9%	95.3%	97.2%	95.9%
Daily teacher attendance	97.1%	96.9%	96.3%	97.4%	96.9%
Teacher turnover rate	9.1%	5.3%	7.5%	2.7%	6.2%
Student dropout rate					
Student drop-off rate					

## **PART III - SUMMARY**

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Like any school that takes seriously its commitment to children, George Washington Elementary School, located in Riverside, California, has a staff that shares a vision of both giving the best to its students and expecting the best of them. What matters most is that our students are taught well so that they learn well. The Washington staff works together as professionals in a community whose focus is learning. Washington Patriots experience daily an education that supports and promotes excitement for learning and an expectation for excellence.

Since the first day of school in the fall of 1963, to the opening day of school forty years later, students at Washington represent the rich diversity of our city. Students come to Washington from affluent neighborhoods and from poor ones. Of 761 students, 43% qualify for free and reduced lunch, 51% are Hispanic, 38% white, 7% African American, 3% Asian, and 1% Filipino. All students are treated with respect and are equally valued. Teachers, staff, and parents work as a community whose cooperation and trust make children feel safe and loved so they can experience success and feel inspired to learn.

The shared vision and focus at Washington is student learning. As a school community, we provide each of our students at all grade levels with a rich and rigorous curriculum that reflects the state and district content standards. The Washington staff shares responsibility for each student learning the standards in all content areas. Support staff and parents contribute throughout the year by helping to plan, implement, and monitor school efforts to improve student achievement. Strong family involvement and support for student learning helps all students experience academic growth and increases the number of students who are proficient in the content standards.

Teachers provide an instructional program that is consistent at each grade level, reflects constant and immediate monitoring and assessment of student learning, and incorporates best teaching practices and current educational research. SMART (Specific and strategic, Measurable, Attainable, Results-oriented, Time-bound) goals shape instructional practices, define learning outcomes for all children, and determine the types of interventions for those children who need additional assistance to be proficient in the content standards.

Teaching is engaging, focused, and structured to meet the learning needs of all children. Teachers collaboratively plan the best ways to instruct children. For each student differentiated instruction is provided, including at-risk, special education students, English learners (EL), high achieving and Gifted and Talented Education (GATE) students. The core curriculum, reflecting content standards and benchmarks, is the same for each student.

What is significant about Washington students is their excitement about learning and the excellence that characterizes their academic success. The California Academic Performance Index (API) growth of 46 points in the 2002-2003 school year from 749 to 795, and thirty point gains in each of the previous two years, reflect the progress of Washington students. The subgroup Academic Performance Index scores for Hispanic and the socially and economically disadvantaged grew 54 and 61 points respectively, narrowing the achievement gap with the white student subgroup whose API score improved 41 points during the 2002-2003 school year.

Outstanding and dedicated teachers, a supportive and caring staff, involved and committed parents, and practices and programs that promote and improve student achievement make George Washington Elementary School exemplary. Curriculum with significant content and high standards, comprehensive reading and mathematics programs, the use of data to plan instruction, the impact on student learning through professional development, the ways students with special needs are supported, and a school environment that focuses on student learning make George Washington Elementary School one where all students learn and none of our children get left behind.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **Section 1: The meaning of the results.**

One way to demonstrate the high level of achievement by Washington students is to examine the school's grade 2 through 6 California English-Language Arts Standards Test (CST) results for three years (2001-2003), California Mathematics Standards Test (CST) results for two years (2002-2003), and the Stanford 9 (SAT9) Total Mathematics Achievement Test results for three years (1999-2001). The assessment results are displayed on the accompanying assessment tables. All students are tested regardless of enrollment date. Also, all Washington subgroups of 30 or more valid scores are reported, although California's No Child Left Behind-Adequate Yearly Progress guidelines only require schools to be accountable for subgroups with 100 valid scores or 50 scores that constitutes 15% of the valid scores.

Washington students have demonstrated high levels of achievement. In 2003, the percent of students scoring at a proficient or higher level on the California English-Language Arts Standards Test (CST) significantly exceeded statewide percentages by 11 to 17 points in grades 2, 3, 4, and 6. In grades 2 and 3, 50 percent of the students scored at a proficient or higher level compared to 36% and 33%, respectively, at the state level. In grade 5, although the percentage of students at the proficient or higher level (35%) was a single point lower than the state average (36%), the percent at the advanced level (16%) was six points higher than the state level figure (10%). The achievement gap between white and Hispanic students as well as between white and socially and economically disadvantaged students has been reduced particularly in grades 2, 3, and 6 the last three years.

The achievement of Washington students on the California Mathematics Standards Test (CST) was at a high level. In 2003, the percent of students scoring at a proficient or higher level significantly exceeded statewide percentages by 12 to 21 points in grades 2, 3, 4, 5, and 6. In grades 2, 3, 4, and 5 the percent proficient were 68%, 67%, 57% and 55%, respectively. In grade 6, the percent of students at proficient or higher was 14 points higher than statewide average. The achievement gap between white and Hispanic students as well as between white and socially and economically disadvantaged students has been reduced in grades 2, 3, 4, and 6 the last two years and 36% of Hispanic students in grade 5 scored at proficient or higher while the state percentage for all 5<sup>th</sup> grade students was 35%.

Results from the SAT9 Mathematics Test between 1999-2001 further confirm the high level of mathematics achievement by Washington students. In 2001, the percentile rank of the average score in grades 2, 4, 5, and 6 exceeded the national average on the Total Mathematics Test by 14 to 18 points and in grade 3 by seven points. An examination of the average scores for each subgroup within each grade tested shows that Washington students have demonstrated steady growth in mathematics achievement and that Hispanic and low SES students in grades 4, 5, and 6 significantly closed the achievement gap. While not displayed on the assessment tables, in 2003 the percentile rank of the average scores for grade 6 students on the California Achievement Test (CAT/6) in reading, language, mathematics, and spelling were 60, 57, 69, and 58, respectively, demonstrating an above average achievement level. The CAT/6 was first administered as part of California's statewide assessment program in 2003.

The API is comprised of results from both the CAT6/SAT9 and the California Standards Tests. The state has established yearly growth targets, and Washington students have far exceeded the state's growth targets for the school. Washington's 2001, 2002, and 2003 API growth targets were 6, 4, and 3 points, respectively. Washington students had 30, 30 and 46 point gains for each of the three corresponding years. Washington students met all subgroup growth targets all three years.

Additionally, Washington met all Adequate Yearly Progress (AYP) Phase I and II school wide and subgroup participation and proficiency criteria for 2003. The school's 2003 AYP school wide and each numerically significant subgroup (Hispanic, white, and low SES) proficiency figures far exceeded statewide percentages for both English/Language Arts and Mathematics. The proficiency percents school wide and for each significant subgroup for English/Language Arts were on average seven points higher than those of the state and on average 19 points higher on the Mathematics test for Washington students when compared to state averages.

## **Section 2: How the school uses assessment data to understand and improve student and school performance.**

At Washington, the state, district, and school assessment data are regularly examined. This allows teachers to evaluate student learning and to check on the effectiveness of the instructional program. At several meetings during the first weeks of each school year, time is spent reviewing student achievement from the SAT9/CAT6, the CST in English/Language Arts and Mathematics, API and AYP statistics, and the district *Multiple Measures* trimester assessments in language arts and mathematics. Data is disaggregated by ethnicity, special programs, low SES and English learners, and performance bands are analyzed. After identifying strengths and weaknesses, SMART goals are written in language arts, mathematics, and English Language Development (ELD).

Teachers use the same process at two-hour grade level meetings that occur monthly after school. At the beginning of the year, they review assessment data and produce three trimester and yearlong SMART goals for each grade. During the year student achievement data based on assessments linked to the instructional materials and district standards and benchmarks in language arts and mathematics are analyzed and reviewed. These assessments measure the progress of all students toward meeting grade-level standards in language arts and mathematics. These data shape the decisions teachers make about the instructional program and intervention strategies for students who need them. For example, the first grade teachers regroup first grade students each month so they can be provided differentiated instruction in reading based on their learning.

The SAT9/CAT 6 and CST data are used to monitor the academic progress and achievement of each ethnic group and our socially and economically disadvantaged population. Teachers review the data for students who are in the English Learner (EL), Gifted and Talented Education (GATE), and Special Education programs. Teachers write individual learning plans or group goals based on that data. District trimester assessment data are then used to gauge progress of those students in those programs toward the SMART goals set by the grade level team.

## **Section 3: How the school communicates student performance, including assessment data, to parents, students, and the community.**

The vision of high expectations and excellence in student achievement, and progress toward the school's goals, are communicated in a variety of ways to the families. Teachers provide content standards and benchmarks in both English and Spanish to parents at Back to School Night and the district's Web site includes those standards. Standards-based progress reports and report cards, in both languages, are sent home each trimester. On a monthly basis, teachers send home newsletters informing parents of the instructional program and which standards children are learning. English learner students receive this information in Spanish. Additionally, teachers send home weekly progress reports for students who need them.

This year, in addition to the parent conferences in the fall when teachers share assessment data for individual children, Washington will hold a spring conference for teachers to review student achievement with the parents of children who have been identified by teachers at grade level meetings as ones who would most benefit from the additional conference. These conferences will focus on increasing the number of students who demonstrate proficiency in language arts, mathematics, or English language development. *Multiple Measure* trimester assessments, aligned with state standards, will be used to provide the information on student performance.

Each month, a principal's newsletter is sent home in both English and Spanish. Often, the newsletter reviews student assessment data and informs parents of the effectiveness of the school wide program. At Back to School night, the principal shares a student achievement report based on data from the Academic Performance Index (API) and Adequate Yearly Progress (AYP). In addition, parents at monthly Parent Teacher Association (PTA), School Site Council (SSC), and English Learner Advisory Committee (ELAC) meetings are kept informed of school wide assessment data and the effectiveness of the instructional program for all of children and student subgroups. These data are also available on our School Accountability Report Card (SARC) and on the school Web site.



**Section 4: How the school will share its successes with other schools.**

Washington teacher representatives from each grade level collaborate with teachers from other district schools during Language Arts Leadership Training four times during the school year. Discussion focuses on the effective implementation of language arts and reading materials and successful teaching strategies. Washington teacher representatives also participate in similar district discussions related to the district mathematics curriculum, assessments, and instructional practices. In these ways, Washington teachers share successes with teachers from twenty-eight other elementary schools. Additionally, several Washington teachers are district Beginning Teacher Support and Assessment (BTSA) providers and work regularly with new teachers as mentors.

During meetings for elementary principals in our district, held twice a month, the principal participates in discussions that center on student achievement, effective teaching, and changing school culture. Successes at Washington are shared by the principal and recognized by the Deputy Superintendent. The principal meets monthly with five other principals in a 'cluster' of six schools, where discussions occur concerning student achievement and successful school-wide practices. Additionally, the principal has met throughout the year with the Deputy Superintendent to discuss Professional Learning Communities and their influence on increasing student success.

At a spring Board of Education meeting, the principal and a Washington teacher participated in a presentation on the school's computer-based reading program, *Reading Counts*. At that meeting, information was shared about the implementation of the program and the positive impact it has had on students' attitudes and achievement.

In these ways, Washington school shares its successes with other schools.

## PART V – CURRICULUM AND INSTRUCTION

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### Section 1: The curriculum and how all students are engaged with significant content based on high standards.

Our mission and vision statement at Washington holds that, "...we are committed to providing the educational experience for students that supports each child's effort to learn well the appropriate standards in all curricular areas", and we are "... a school where curriculum is taught well, in a manner that is engaging, focused, and structured to meet the learning needs of all children."

Our curricular program is balanced and comprehensive. Yearlong, monthly, weekly, and daily lesson plans focus on measurable objectives that promote student achievement in all content area standards. The literacy program reflects the state and district standards and benchmarks in reading and writing. English learner students have 30-45 minutes a day for English Language Development (ELD). Mathematics instruction includes procedures, conceptual understanding, and problem solving. The history/social science and science programs are interactive, experiential, and often integrated with other contents. Students receive 100 minutes a week of physical education focusing on conditioning and skill acquisition. Music instruction is supplemented with choirs, music buddies, orchestra and band. Building Blocks of Art (K-3) and Great Works of Art (4-6) enrich art education with information about great artists and their works while developing artistic technique used by those artists.

District English/Language Arts, Mathematics, Science, History/Social Science, Structured English Immersion (SEI) and ELD Standards and Benchmarks are aligned with state standards in each of those content areas. District adopted instructional materials are aligned with state standards and support our students reaching those standards. All Washington students have access to the core curriculum and are provided standards based instructional materials in all content.

In each curricular area the *Framework for California Schools* guides decisions regarding instructional objectives, instructional practices, and assessment instruments. In mathematics and language arts teachers utilize a pacing chart to help use the instructional materials effectively to address the standards. District trimester assessments are aligned with those pacing charts. In language arts, via the district *Comprehensive Literacy Program*, in mathematics, via math facilitator meetings and newsletters, and in English language development, via the *English Learner Handbook*, recommendations are made for grouping strategies, teaching resources, and assessment practices.

A learning plan with a 'pyramid of interventions' is designed to meet the needs of children who are at-risk or who have special needs and are not demonstrating proficiency. These plans differentiate instruction and learning activities, while providing support for students to be successful in learning the standards. Individualized instruction; grouping adjustments; changes in the daily schedule; additional instruction from the teacher during or after the school day; tutoring from students, parent volunteers and former teachers; learning aides; changes in homework; or specific ideas for assistance from parents are generated in these plans. Extended support and services beyond the school day and school year are also provided to these students.

Student achievement is monitored closely. The classroom teacher; grade level teachers at team meetings; the Student Study Team; and the principal's review of progress reports, report cards, Class Record Sheets, and student performance levels on district trimester assessments provide a school wide practice of paying attention to at-risk and special needs students.

Instruction for 92 English learners occurs in SEI and ELD classrooms. All English learner students learn English and content through programs that focus on active participation by the student and with instruction from teachers with credentials in language development. Structured English Immersion and ELD programs identify the various stages of specialized English instruction, including appropriate instructional techniques, assessments, materials, and approaches that support proficiency in communication and academic achievement of all English learners.

Differentiating instruction, compacting the curriculum and providing complexity, depth, and novelty, while addressing the content standards, accomplish meeting the special needs of advanced and GATE students.

## **Section 2: Rationale for reading curriculum and why we chose this particular approach to reading.**

The English/Language Arts content standards established in California define specific knowledge that is expected of students at each grade level and reading and language skills in which they should be proficient. The reading curriculum, *A Legacy of Literacy*, (Houghton Mifflin), is a systematic approach to teaching the essential elements of reading and literacy and is aligned with state content standards. Word attack skills, vocabulary development, phonemic awareness, spelling, and reading fluency are addressed in literature selections in the reading textbooks. Reading comprehension skills that include recalling, sequencing, summarizing, making inferences, predicting, and drawing conclusions are addressed in the literature pieces. Content area selections that are related to each literature selection are also included. Effective teaching practices, teaching resources, grouping strategies and assessment instruments are included in the reading curriculum and are consistent with those found in the district's *Comprehensive Literacy Program* (K-6).

All students at Washington are taught using the grade-level text during whole-class reading instruction and then receive reinforcement or enrichment and extension during small-group reading instruction. A variety of reading materials, guided reading books, and novels provide students with the reading resources to improve their comprehension skills and supplement the core reading program. Teachers at each grade level meet monthly to assess student reading performance and to address the needs of those students who are not demonstrating proficiency in reading.

A school wide reading incentive program supports the reading curriculum and improves reading achievement at Washington. This program encourages students to read and develop a love for literature and is especially important for our students who are struggling with reading. The computer-based reading program, *Reading Counts*, develops reading fluency, pace and comprehension while tracking individual student reading levels and progress through quizzes that measure comprehension. Students receive rewards for the amount of reading they do and the comprehension they demonstrate. The library media center supports the reading curriculum and *Reading Counts* as each student is able to visit the library regularly for reading material. Last year, each student checked out an average of 43 books.

## **Section 3: Mathematics, essential skills and knowledge, and our school's mission.**

Washington's mission is focused on student learning and the achievement of grade level content standards. Learning well the essential skills and knowledge of mathematics is an important element of this mission. The Washington staff believes students must understand mathematics procedures, develop conceptual understanding, and be able to problem solve in order to demonstrate mathematics proficiency.

Washington teachers provide engaging and structured instruction in mathematics that focuses on these essential skills and knowledge. The California Mathematics Content Standards are the foundation for instruction at all grade levels. The mathematics curriculum is a balance of conceptual understanding, computational and procedural skills, and problem solving. Students at each grade level receive instruction that incorporates the five mathematical strands of algebra and functions, number sense, geometry and measurement, statistics, data analysis and probability, and mathematical reasoning. Students are provided with learning activities that teach and reinforce computational proficiency, expand mathematics vocabulary, improve their ability to identify patterns, and to help them understand how to accurately use data.

Because mathematics proficiency is such an important part of the school mission, the staff works together to share responsibility for each student's learning. Every month teachers at all grade levels meet to identify key standards, to determine the essential learning that must occur, and the assessments to be used to determine proficiency. In these meetings teachers determine additional learning activities and support to help those students who have not demonstrated mastery of grade level standards.

Teachers at Washington recognize that students must be capable in mathematics. To have students learn important mathematical skills and concepts well, and to be proficient with them, are a critical component of Washington's mission and essential to the current and future success of all students.

#### **Section 4: Instructional methods and how they are used to improve student learning.**

At Washington a multitude of learning activities and instructional strategies are designed to strengthen individual student achievement by addressing each child's learning needs. Students in all classrooms receive instruction and learning activities that are directed to the whole class, to small groups, or to individual students; groups are flexible and cooperative; scaffolding for at-risk students and English learners is provided; manipulatives enhance conceptual understanding; and learning time is differentiated and maximized. It is not unusual to see several different groups of students working simultaneously on activities that are self-directed. Instruction engages students to think and problem solve. Lessons in mathematics, language arts, social studies, and science are often integrated.

Differentiation includes enrichment of content standards. Standards in history/social studies and science are aligned with our grade level study tours that each grade level participates in at least once a year. Student periodicals are aligned to key standards and give students non-fiction reading experiences. *Weekly Reader*, *Scholastic News*, and *Studies Weekly* are used in many classrooms at different grade levels. *Readers' Theatre* and *Writer's Workshop* are used in a number of classrooms. Students at all grade levels participate in *Building Blocks of Art* and *Great Works of Art* to enrich art education.

Clusters of English learners are grouped with clusters of gifted students. In these classrooms, teachers expose all students to an accelerated, complex, deep and novel curriculum, with instructional strategies modified and learning activities altered to meet the needs of English learners. Vocabulary development, visual aides, and graphic organizers are provided for these students to improve their learning. Resource Specialist Program (RSP) students are clustered together at each grade level in one classroom with another small group of students whose abilities are similar but who do not qualify for special education services. The RSP teacher, and/or instructional aides spend time in those classrooms working with their students on the regular education curriculum. Differentiation occurs that is planned by the regular education and the RSP teachers. Groupings are created that allow students who do not receive special education services to benefit from the instructional support and the modified learning activities.

#### **Section 5: Professional development program and its impact on improving student achievement.**

The Washington staff works together and shares responsibility for each of our students learning the standards and benchmarks. Teachers representing different grade levels are trained as trainers in the language arts adoption. Two teachers serve in the same capacity for the science adoption. Teachers representing grades K-2, 3-4, and 5-6 serve as math facilitators and attend professional development in grade level content standards and the alignment of our mathematics curriculum. Special education teachers received training in Project Read and share that information with teachers who have RSP clusters or at grade level planning meetings. The Student Study Team (SST) provides guidance and assistance to teachers who are considering different intervention strategies, including information about 504 learning plans. Bilingual teachers are informed of district and state directions concerning the English learner program and work to train teachers of English learners and ensure the instructional program meets state standards. A teacher trained in Reading Recovery provides guidance and instruction for teachers with students not meeting reading proficiency levels.

Although teachers focus on grade level standards and benchmarks, when they plan their instruction and evaluate student performance at team planning times, at staff and team leader meetings teachers participate in formal vertical articulation with those from other grade levels to answer questions about student learning and instructional needs and practices at other grade levels. Teams of teachers at different grade levels work together on school wide effectiveness of the instructional program, student achievement, and SMART goals. Collaboration meetings occur for the teachers of special education students, English learner students, and GATE students to broaden teacher knowledge of student developmental needs in particular programs. Discussions about curriculum, planning and pacing, lesson design, effective teaching and learning, and assessments are influenced by current research and educational literature.

### SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 2 Test California English-Language Arts Standards Test (CST)

Edition/publication year 2001 Publisher California Department of Education

What groups were excluded from testing? Why, and how were they assessed?

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
% At or Above Basic	84	77	81		
% At or Above Proficient	50	37	52		
% At Advanced	14	10	29		
Number of students tested	98	106	86		
Percent of total students tested	100	95	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	94	85	90		
% At or Above Proficient	65	50	63		
% At Advanced	27	15	42		
Number of students tested	34	46	38		
2. <u>Hispanic</u> (specify subgroup)					
% At or Above Basic	78	76	74		
% At or Above Proficient	33	24	41		
% At Advanced	6	4	15		
Number of students tested	51	49	39		
3. <u>Low SES (NSLP)</u> (specify subgroup)					
% At or Above Basic	76	77	66		
% At or Above Proficient	38	23	25		
% At Advanced	7	4	9		
Number of students tested	45	48	32		
<b>STATE SCORES</b>					
% At or Above Basic	68	63	61		
% At or Above Proficient	36	32	32		
% At Advanced	12	9	10		
State Mean Score	332	324			

**Note To Reader:**

The California English-Language Arts and Mathematics Standards Test (CST) results displayed for all students, Hispanic, White, and Low SES status students for grades 2 through 6 for 2001-2003 can be found at the following California Department of Education web site: <http://star.cde.ca.gov>.

## SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 3 Test California English-Language Arts Standards Test (CST)

Edition/publication year 2001 Publisher California Department of Education

What groups were excluded from testing? Why, and how were they assessed?

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
% At or Above Basic	81	66	57		
% At or Above Proficient	50	43	33		
% At Advanced	25	20	10		
Number of students tested	113	92	112		
Percent of total students tested	100	98	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	84	87	76		
% At or Above Proficient	62	54	50		
% At Advanced	38	35	18		
Number of students tested	50	37	38		
2. <u>Hispanic</u> (specify subgroup)					
% At or Above Basic	76	49	40		
% At or Above Proficient	39	35	14		
% At Advanced	13	6	2		
Number of students tested	54	49	58		
3. <u>Low SES (NSLP)</u> (specify subgroup)					
% At or Above Basic	80	48	44		
% At or Above Proficient	39	25	18		
% At Advanced	18	0	2		
Number of students tested	51	40	50		
<b>STATE SCORES</b>					
% At or Above Basic	63	64	59		
% At or Above Proficient	33	34	30		
% At Advanced	10	11	9		
State Mean Score	324	324			

### SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 4 Test California English-Language Arts Standards Test (CST)

Edition/publication year 2001 Publisher California Department of Education

What groups were excluded from testing? Why, and how were they assessed?

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
% At or Above Basic	84	73	78		
% At or Above Proficient	43	35	48		
% At Advanced	28	17	12		
Number of students tested	101	117	121		
Percent of total students tested	100	91	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	92	88	87		
% At or Above Proficient	59	59	56		
% At Advanced	49	37	18		
Number of students tested	39	41	63		
2. <u>Hispanic</u> (specify subgroup)					
% At or Above Basic	75	61	61		
% At or Above Proficient	32	14	32		
% At Advanced	11	4	5		
Number of students tested	53	56	44		
3. <u>Low SES (NSLP)</u> (specify subgroup)					
% At or Above Basic	71	62	63		
% At or Above Proficient	19	17	31		
% At Advanced	8	6	4		
Number of students tested	48	47	48		
<b>STATE SCORES</b>					
% At or Above Basic	74	71	66		
% At or Above Proficient	39	36	33		
% At Advanced	15	14	11		
State Mean Score	339	333			

### SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 5 Test California English-Language Arts Standards Test (CST)

Edition/publication year 2001 Publisher California Department of Education

What groups were excluded from testing? Why, and how were they assessed?

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
% At or Above Basic	71	77	72		
% At or Above Proficient	35	38	36		
% At Advanced	16	13	10		
Number of students tested	129	127	125		
Percent of total students tested	100	99	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	89	84	86		
% At or Above Proficient	57	54	56		
% At Advanced	32	20	18		
Number of students tested	44	69	50		
2. <u>Hispanic</u> (specify subgroup)					
% At or Above Basic	57	67	63		
% At or Above Proficient	13	12	19		
% At Advanced	0	2	5		
Number of students tested	61	42	59		
3. <u>Low SES (NSLP)</u> (specify subgroup)					
% At or Above Basic	59	59	47		
% At or Above Proficient	18	13	20		
% At Advanced	6	0	2		
Number of students tested	49	46	45		
<b>STATE SCORES</b>					
% At or Above Basic	72	71	66		
% At or Above Proficient	36	31	28		
% At Advanced	10	9	7		
State Mean Score	332	328			



### SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 6 Test California English-Language Arts Standards Test (CST)

Edition/publication year 2001 Publisher California Department of Education

What groups were excluded from testing? Why, and how were they assessed?

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
% At or Above Basic	83	73	74		
% At or Above Proficient	47	40	40		
% At Advanced	19	15	15		
Number of students tested	135	129	137		
Percent of total students tested	100	97	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
<b>SUBGROUP SCORES</b>					
1- <u>White</u> (specify subgroup)					
% At or Above Basic	88	80	82		
% At or Above Proficient	64	61	57		
% At Advanced	27	30	25		
Number of students tested	77	54	68		
2- <u>Hispanic</u> (specify subgroup)					
% At or Above Basic	79	64	61		
% At or Above Proficient	21	19	13		
% At Advanced	5	3	2		
Number of students tested	43	58	54		
3- <u>Low SES (NSLP)</u> (specify subgroup)					
% At or Above Basic	74	54	60		
% At or Above Proficient	21	26	10		
% At Advanced	2	7	0		
Number of students tested	42	46	48		
<b>STATE SCORES</b>					
% At or Above Basic	71	66	67		
% At or Above Proficient	36	30	31		
% At Advanced	13	9	8		
State Mean Score	332	323			

### SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 2 Test California Mathematics Standards Test (CST)

Edition/publication year 2002 Publisher California Department of Education

What groups were excluded from testing? Why, and how were they assessed?

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
% At or Above Basic	86	86			
% At or Above Proficient	68	54			
% At Advanced	35	21			
Number of students tested	98	110			
Percent of total students tested	100	99			
Number of students excluded	0	0			
Percent of students excluded	0	0			
<b>SUBGROUP SCORES</b>					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	100	89			
% At or Above Proficient	79	67			
% At Advanced	53	33			
Number of students tested	34	45			
2. <u>Hispanic</u> (specify subgroup)					
% At or Above Basic	77	85			
% At or Above Proficient	59	43			
% At Advanced	22	11			
Number of students tested	51	54			
3. <u>Low SES (NSLP)</u> (specify subgroup)					
% At or Above Basic	80	80			
% At or Above Proficient	58	42			
% At Advanced	27	10			
Number of students tested	45	50			
<b>STATE SCORES</b>					
% At or Above Basic	76	68			
% At or Above Proficient	53	43			
% At Advanced	24	16			
State Mean Score	357	343			

### SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 3 Test California Mathematics Standards Test (CST)

Edition/publication year 2002 Publisher California Department of Education

What groups were excluded from testing? Why, and how were they assessed?

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
% At or Above Basic	85	71			
% At or Above Proficient	67	54			
% At Advanced	38	32			
Number of students tested	123	93			
Percent of total students tested	100	99			
Number of students excluded	0	0			
Percent of students excluded	0	0			
<b>SUBGROUP SCORES</b>					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	88	89			
% At or Above Proficient	76	76			
% At Advanced	56	49			
Number of students tested	50	37			
2. <u>Hispanic</u> (specify subgroup)					
% At or Above Basic	79	56			
% At or Above Proficient	55	38			
% At Advanced	21	18			
Number of students tested	54	50			
3. <u>Low SES (NSLP)</u> (specify subgroup)					
% At or Above Basic	86	60			
% At or Above Proficient	62	30			
% At Advanced	28	15			
Number of students tested	51	40			
<b>STATE SCORES</b>					
% At or Above Basic	71	65			
% At or Above Proficient	46	38			
% At Advanced	19	12			
State Mean Score	344	332			

### SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 4 Test California Mathematics Standards Test (CST)

Edition/publication year 2002 Publisher California Department of Education

What groups were excluded from testing? Why, and how were they assessed?

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
% At or Above Basic	80	71			
% At or Above Proficient	57	39			
% At Advanced	29	21			
Number of students tested	101	127			
Percent of total students tested	100	98			
Number of students excluded	0	0			
Percent of students excluded	0	0			
<b>SUBGROUP SCORES</b>					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	92	86			
% At or Above Proficient	74	62			
% At Advanced	41	38			
Number of students tested	39	42			
2. <u>Hispanic</u> (specify subgroup)					
% At or Above Basic	70	57			
% At or Above Proficient	45	20			
% At Advanced	21	8			
Number of students tested	53	65			
3. <u>Low SES (NSLP)</u> (specify subgroup)					
% At or Above Basic	67	58			
% At or Above Proficient	40	25			
% At Advanced	19	12			
Number of students tested	48	52			
<b>STATE SCORES</b>					
% At or Above Basic	72	67			
% At or Above Proficient	45	37			
% At Advanced	18	13			
State Mean Score	344	332			

### SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 5 Test California Mathematics Standards Test (CST)

Edition/publication year 2002 Publisher California Department of Education

What groups were excluded from testing? Why, and how were they assessed?

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
% At or Above Basic	78	71			
% At or Above Proficient	55	47			
% At Advanced	22	19			
Number of students tested	129	128			
Percent of total students tested	100	100			
Number of students excluded	0	0			
Percent of students excluded	0	0			
<b>SUBGROUP SCORES</b>					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	93	73			
% At or Above Proficient	73	54			
% At Advanced	46	29			
Number of students tested	44	70			
2. <u>Hispanic</u> (specify subgroup)					
% At or Above Basic	66	71			
% At or Above Proficient	36	38			
% At Advanced	8	7			
Number of students tested	61	42			
3. <u>Low SES (NSLP)</u> (specify subgroup)					
% At or Above Basic	59	59			
% At or Above Proficient	35	24			
% At Advanced	8	2			
Number of students tested	49	46			
<b>STATE SCORES</b>					
% At or Above Basic	61	59			
% At or Above Proficient	35	29			
% At Advanced	10	7			
State Mean Score	332	323			

### SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 6 Test California Mathematics Standards Test (CST)

Edition/publication year 2002 Publisher California Department of Education

What groups were excluded from testing? Why, and how were they assessed?

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May		
<b>SCHOOL SCORES</b>					
% At or Above Basic	79	76			
% At or Above Proficient	48	50			
% At Advanced	22	18			
Number of students tested	135	131			
Percent of total students tested	100	98			
Number of students excluded	0	0			
Percent of students excluded	0	0			
<b>SUBGROUP SCORES</b>					
1. <u>White</u> (specify subgroup)					
% At or Above Basic	83	86			
% At or Above Proficient	58	69			
% At Advanced	34	31			
Number of students tested	77	55			
2. <u>Hispanic</u> (specify subgroup)					
% At or Above Basic	74	66			
% At or Above Proficient	33	32			
% At Advanced	7	5			
Number of students tested	43	59			
3. <u>Low SES (NSLP)</u> (specify subgroup)					
% At or Above Basic	71	64			
% At or Above Proficient	29	28			
% At Advanced	2	6			
Number of students tested	42	47			
<b>STATE SCORES</b>					
% At or Above Basic	64	62			
% At or Above Proficient	34	32			
% At Advanced	10	10			
State Mean Score	331	328			

## SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 2 Test Stanford Achievement Test (SAT9) – Total Mathematics

Edition/publication year 9<sup>th</sup>/1997 Publisher Harcourt Brace Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? \_\_\_\_\_

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X  
(Percentiles corresponding to the average NCE scores.)  
SAT9 SAT9 SAT9

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month			May	May	May
<b>SCHOOL SCORES</b>					
Total Score			64	46	47
Number of students tested			90	120	112
Percent of total students tested			100	100	100
Number of students excluded			0	0	0
Percent of students excluded			0	0	0
<b>SUBGROUP SCORES</b>					
1. <u>White</u> (specify subgroup)			79	66	58
Number of students tested			38	39	60
2. <u>Hispanic</u> (specify subgroup)			51	32	37
Number of students tested			43	66	36
3. <u>Low SES (NSLP)</u> (specify subgroup)			43	33	30
Number of students tested			36	50	36

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

### **Note To Reader:**

The SAT9 test results displayed for all students and Low SES status students for grades 2 through 6 for the years of 1999-2001 can be found at the following California Department of Education web site: <http://star.cde.ca.gov/>. For Hispanic students, the reviewer should select Stanford 9 “Additional Demographic Reports (1999-2002)” and then the year (1999, 2000, and 2001). Then select Hispanic students for each year. The mean scaled scores were converted to national percentile scores using the Stanford Achievement Test (9<sup>th</sup> Edition) Norms manual (The Psychological Corporation, 1997).

# **SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 3 Test Stanford Achievement Test (SAT9) – Total Mathematics

Edition/publication year 9<sup>th</sup>/1997 Publisher Harcourt Brace Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? \_\_\_\_\_

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X  
(Percentiles corresponding to the average NCE scores.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month			May	May	May
<b>SCHOOL SCORES</b>					
Total Score			57	64	58
Number of students tested			130	116	114
Percent of total students tested			100	100	100
Number of students excluded			0	0	0
Percent of students excluded			0	0	0
<b>SUBGROUP SCORES</b>					
1. <u>White</u> (specify subgroup)			79	73	74
Number of students tested			41	62	45
2. <u>Hispanic</u> (specify subgroup)			39	53	47
Number of students tested			70	40	56
3. <u>Low SES (NSLP)</u> (specify subgroup)			40	44	43
Number of students tested			60	43	31

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					



## SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 4 Test Stanford Achievement Test (SAT9) – Total Mathematics

Edition/publication year 9<sup>th</sup>/1997 Publisher Harcourt Brace Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? \_\_\_\_\_

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X  
(Percentiles corresponding to the average NCE scores.)  
SAT9 SAT9 SAT9

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month			May	May	May
<b>SCHOOL SCORES</b>					
Total Score			67	59	58
Number of students tested			122	131	126
Percent of total students tested			100	100	100
Number of students excluded			0	0	0
Percent of students excluded			0	0	0
<b>SUBGROUP SCORES</b>					
1. <u>White</u> (specify subgroup)			78	74	73
Number of students tested			63	53	60
2. <u>Hispanic</u> (specify subgroup)			57	49	40
Number of students tested			45	60	50
3. <u>Low SES (NSLP)</u> (specify subgroup)			51	36	42
Number of students tested			49	41	49

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

## SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 5 Test Stanford Achievement Test (SAT9) – Total Mathematics

Edition/publication year 9<sup>th</sup>/1997 Publisher Harcourt Brace Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? \_\_\_\_\_

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X  
(Percentiles corresponding to the average NCE scores.)  
SAT9 SAT9 SAT9

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month			May	May	May
<b>SCHOOL SCORES</b>					
Total Score			65	59	60
Number of students tested			127	130	105
Percent of total students tested			100	100	100
Number of students excluded			0	0	0
Percent of students excluded			0	0	0
<b>SUBGROUP SCORES</b>					
1. <u>White</u> (specify subgroup)			76	75	73
Number of students tested			50	62	63
2. <u>Hispanic</u> (specify subgroup)			57	42	38
Number of students tested			61	50	31
3. <u>Low SES (NSLP)</u> (specify subgroup)			52	39	30
Number of students tested			47	53	25

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

## SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 6 Test Stanford Achievement Test (SAT9) – Total Mathematics

Edition/publication year 9<sup>th</sup>/1997 Publisher Harcourt Brace Educational Measurement

What groups were excluded from testing? Why, and how were they assessed? \_\_\_\_\_

Scores are reported here as (check one): NCEs \_\_\_\_\_ Scaled scores \_\_\_\_\_ Percentiles X  
(Percentiles corresponding to the average NCE scores.)  
SAT9 SAT9 SAT9

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month			May	May	May
<b>SCHOOL SCORES</b>					
Total Score			68	70	69
Number of students tested			139	110	135
Percent of total students tested			100	100	100
Number of students excluded			0	0	0
Percent of students excluded			0	0	0
<b>SUBGROUP SCORES</b>					
1. <u>White</u> (specify subgroup)			80	81	81
Number of students tested			67	66	65
2. <u>Hispanic</u> (specify subgroup)			55	51	54
Number of students tested			53	32	52
3. <u>Low SES (NSLP)</u> (specify subgroup)			46	33	42
Number of students tested			50	24	37

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					